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ABSTRACT

The research reported here, on teacher contract negotiations, was conducted in response to the observation that teachers' bargaining agents are frequently uncertain about the aspirations, goals, and commitments of those they represent. It describes a short questionnaire that may be used in teacher contract negotiations to assess what the participants want to negotiate and how much support they would give to various bargaining tactics. In addition, the paper describes the results of the questionnaire distributed among members of teachers' associations in Ontario and Alberta, Canada. Part 1 describes the negotiating tactics that are at the heart of the instrument, primarily reliance on coercion or force. Part 2 describes the attitudes of a sample of teachers in regard to those tactics. Part 3 describes to what extent the attitudes of teachers varied with different contractual matters at stake. Finally, part 4 examines how teachers tend to group the tactics in terms of the different effects they are seen to have. (Author)

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Teachers' Attitudes Toward The Use of Strikes, Mass Resignations, Arbitrators, And So On

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INTRODUCTION

Cresswell and Murphy (1976:132-134) suggest that the complexities of understanding and conducting negotiations reduce to five factors that are common to all bargaining situations: the participants are influenced by a large numer of social and psychological forces, the effects of these forces are interactive, massive amounts of information have to be processed, the features of a bargaining situation are typically in constant flux, and high levels of uncertainty prevail. In light of this it appears that the power of negotiators to enforce their demands is a function of two quite distinct sets of factors. One set is inherent in the negotiator and consists of those personality variables and acquired skills that enable him/her to deal with the complexities sketched above; the other set of factors is external to the negotiator and consists of all those circumstances in the context of negotiations that also contribute to the intracies and fluxion. However, if we were to identify one factor that above all else is central to success or failure in negotiations, I believe it would have to be quality of information. To be successful a negotiator has to be not only an accomplished tactician, who knows the circumstances under which specific strategies are likely to succeed or fail, but also must ensure that his/her assessment of the bargaining situation is accurate. An inaccurate assessment may lead to an inappropriate move which, in turn, may lead to defeat. The conclusion, then, is that the accuracy of one's information is a critical factor in negotiations. Furthermore, this factor is especially significant in collective bargaining, where the bargaining agent must gather intelligence on not just the opposition but also about the constituency, particularly in regard to its goals, priorities, and probable tenacity in an impasse situation.

The research that is reported here relates to the arena of teachers' contract negotiations and was conducted in response to the observation that teachers' bargaining agents frequently appear to be uncertain about the aspirations, goals, and commitments of those whom they represent. This paper describes a short questionnaire that may be used in the context of teachers' contract negotiations to systematically assess (1) what the participants want to negotiate and (2) how much support they would give to various bargaining tactics that might be used to back up demands. In addition, this paper provides brief summaries of findings that resulted from applications of the questionnaire among members of the Ontario Secondary School Teachers' Federation (OSSTF) and the Alberta Teachers' Association (ATA).

In its earlier version (called the Militance and Accommodativeness in Negotiations Questionnaire, or MAN-Q) the questionnaire was capable only of assessing teachers' general attitudes towards various bargaining tactics; in its revised form (the Fris-Q) the questionnaire relates each tactic to specific contract issues. The order in which materials are presented in this paper reflects the two stages of development that the questionnaire has gone through. The first part of this paper describes the negotiating tactics that are at the heart of the instrument, primarily in terms of their reliance on coercion or force. The second part describes the attitudes that a sample of OSSTF teachers held in regard to those tactics. The third part describes the attitudes of ATA teachers and indicates to what extent those attitudes varied when different contractual matters were at stake. The fourth part briefly examines how teachers tend to group the tactics, presumably in terms of the different effects that they are seen to have.

ASSESSING TEACHERS' ATTITUDES TOWARD VARIOUS BARGAINING TACTICS

A Typology of Bargaining Tactics

Walton and McKersie (1965) concluded from a review of appropriate theoretical and empirical writings that there are four basic types of social negotiations:

1. Distributive bargaining--comprehends competitive behavior that is designed to influence the proportionate allocation of scarce resources.
2. Integrative bargaining--occurs when parties attempt to align their separate interests so that a shared problem may be resolved.
3. Attidudinal [re-]structuring--attempted when one bargaining agent seeks to change the opponent's attitudes and values so that they correspond more closely to the attitudes and values that underscore his own position.
4. Intra-organizational bargaining--invoked to bring about consensus within a bargaining unit.

Clearly, negotiations between teachers and their employers involve elements of all four types of negotiating, even though the distributive aspect tends to dominate.

Fundamental to all forms of social bargaining, though, is the attempt to gain concessions from the opposition and the tactics that may be employed to this end are many and varied. Such tactics include straightforward exchanges of information, discussion meetings, propaganda releases, and posturing by duly appointed representatives. They also include dissimulations, "red herrings," bluffs, and other spurious devices. But perhaps most important, because of the potential for social disruption, is the use of sanctions that inflict psychological, social, and/or material costs. Indeed, it would appear that all bargaining tactics include some element of coercion and that they may be ranged along a continuum of coercion (Figure 1). Tactics that force the opponent to make concessions--such as a refusal by workers to produce the products that a company markets--would be placed at or near this "militancy" end. Tactics that rely on trust, reason, cooperation, and voluntary accommodations--such as the kind of "integrative bargaining" sessions that Walton and McKersie describe above--would tend toward the "accommodation" end of the continuum.

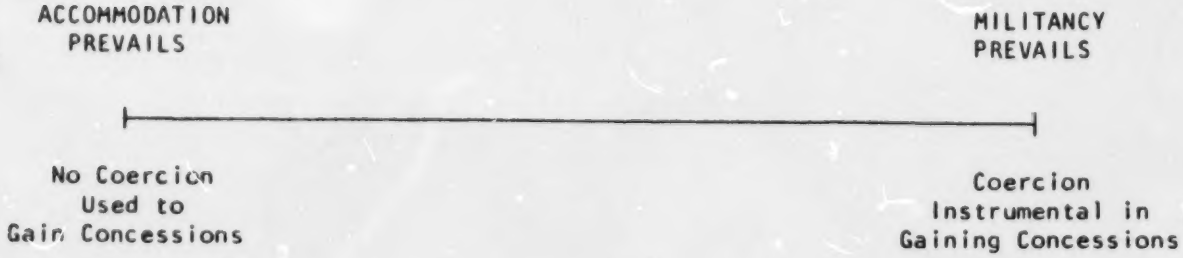

Figure 1. Continuum of coercion

The MAN-Q

This questionnaire was designed to assess teachers' militancy but an over-riding concern was that response-set or bias be avoided. Accordingly, the questionnaire makes reference to 11 bargaining tactics that are potentially open to teachers in contract bargaining and which span the full continuum of coercion.

The degree to which a respondent supports the use of any given bargaining tactic is indicated by checking one of five response options: strongly support, support, undecided, disapprove, strongly disapprove. These are respectively scored 5, 4, 3, 2, and 1.

ATTITUDES TOWARD BARGAINING TACTICS: ONTARIO SECONDARY SCHOOL TEACHERS

The data reported here derive from a survey (Fris 1976) that, amongst other things, assessed the degree of support that a randomly selected sample (n=344) of OSSTF members would give to various bargaining tactics that might be used to back up demands made during contract negotiations. Table 1 summarizes the findings, presenting the tactics in order of decreasing average support and breaking the sample down into three groups: those who indicated disapproval, those indicating ambivalence, and those registering support. Three features will be discussed.

First, when one keeps in mind that any mean score above 3.5 denotes support and only scores below 2.5 denote disapproval, the array of mean response scores shows that this sample did not disapprove of any bargaining tactic. Indeed, the first seven of the eleven tactics were, on the average, given clear approval.

Second, the first five of the seven tactics in the hierarchy that were given clear support appear to be strategems that rely on trust, reason, co-operation, and voluntary adaptations--tactics that tend toward the "accommodative" end of the continuum of coercion. But in this they appear to contrast with the sixth and seventh--blacklisting, etcetera and mass resignations. However, it should be noted that every tactic, even the presentation of a brief, entails some measure of pressure or coercion and that the element of coercion varies both qualitatively and quantitatively. Thus a school trustee who is faced with a brief that rationalizes teachers' demands is subject to psychological and political pressures insofar as there is a felt need to reconcile the teachers' needs and the needs of the school system (Festinger, 1957; Getzels et al., 1968). The pattern of mean responses to the first seven strategies in Table 1, therefore, lends some support to the notion that bargaining tactics may be ranged along a continuum of coercion.

Third, although each of the last four tactics in the hierarchy of Table 1 received an <u>average</u> rating that placed it in the "undecided" sector of the rating scale, one should note that the first three--political activism, study sessions, and lobbying of individual Board negotiators--were supported by decided majorities (55%, 49%, and 44% respectively);

Table 1

Summary of Responses to the MAN-Q
Obtained from Members of the OSSTF

Bargaining tactic	Mean Score	Percentage Responding[a]		
		Disapprove (1 or 2)	Undecided (3)	Support (4 or 5)
Present briefs to the School Board to outline the rationale for teachers' contract requirements.	4.5	1.5	3.8	94.7
Teachers' representatives attend and address School Board meetings.	4.3	3.5	5.8	90.7
Conduct publicity campaigns to promote teachers' contract requirements among the public.	4.1	8.4	8.1	83.4
Invite trustees to general meetings of teachers so that contract issues may be discussed.	4.0	11.0	13.1	75.8
Use a professional mediator to bring the two sides to a voluntary agreement.	3.9	11.3	11.9	77.1
Blacklisting a School Board, withdrawal of voluntary services, and/or work-to-rule.	3.8	20.4	9.9	69.8
Mass resignations.	3.6	23.0	9.9	67.2
Political action directed at influential elected officials.	3.5	22.6	22.4	54.9
Study sessions and similar tactics.	3.2	33.2	18.3	48.6
Teachers' representatives lobby School Boards' negotiators outside formal sessions.	3.2	28.7	27.3	44.4
Nuisance campaigns to impede the work of the School Board	2.5	56.1	22.4	21.5

[a]Percentages may not total to 100 due to rounding to one decimal.

and only the last tactic--the nuisance campaign--was rejected by most of the sample.

Further interpretation of these findings will occur in the fourth section of this paper but one additional finding, which emerged from comments that respondents wrote on their questionnaires, needs to be noted. Many subjects expressed frustration at being able to give only one general rating of each tactic; they indicated that the support they would give to any strategy depended on the particular contract issue on goal of bargaining that was at stake. For example, a teacher might favor the use of strike action (the tactic) to back up salary demands (one issue) but not to break an impasse over maximum class size (another issue). The questionnaire was therefore revised, as indicated in the next section of this paper.

ATTITUDES TOWARD BARGAINING TACTICS: ALBERTA TEACHERS

The data reported here derive from a survey (Fris, 1979) of the membership of the Alberta Teachers' Association which used the Fris-Q and which resulted in 454 usable returns.

In this survey respondents were asked to (a) identify four issues which should, in their opinions, receive special attention in the next round of negotiations; (b) rank the four issues in order of importance; and (c) indicate to what extent they would approve of using the various bargaining tactics in regard to achieving their most important objective for contract negotiations.

In this application of the Fris-Q, the four contract issues that were most often identified as most urgent were class size, salary, working conditions, and preparation time. The sample, therefore, could be broken down into four "interest groups," with each respondent assigned according to his/her "most important contract issue." The findings of this survey are first reported for the entire sample--to permit comparison with the findings of the Ontario survey. Then the data will be broken down by "interest groups" to determine to what extent attitudes toward bargaining tactics are related to the particular issues at stake.

General Attitudes Toward Bargaining Tactics

Table 2 summarizes the attitudes of the total sample of Alberta teachers and three features will be singled out for attention here--one emerges primarily from an examination of the mean response scores, the other two become apparent when the Alberta data are compared with the Ontario data.

Figure 2 reconverts the mean response scores into the terms of the original semantic scale and reveals some clear clusterings of tactics. First of all, five tactics were generally supported; these are briefs, representation at Board meetings, mediation, publicity campaigns, and general meetings with Trustees. Second, the mean scores indicate that this sample of Alberta teachers was ambivalent about six of the bargaining tactics, namely: lobbies, arbitration, political activism, working to rule, study sessions, and the all-out strike. Third, on the average this sample disapproved of two tactics, blacklisting a School Board and submitting resignations en masse.

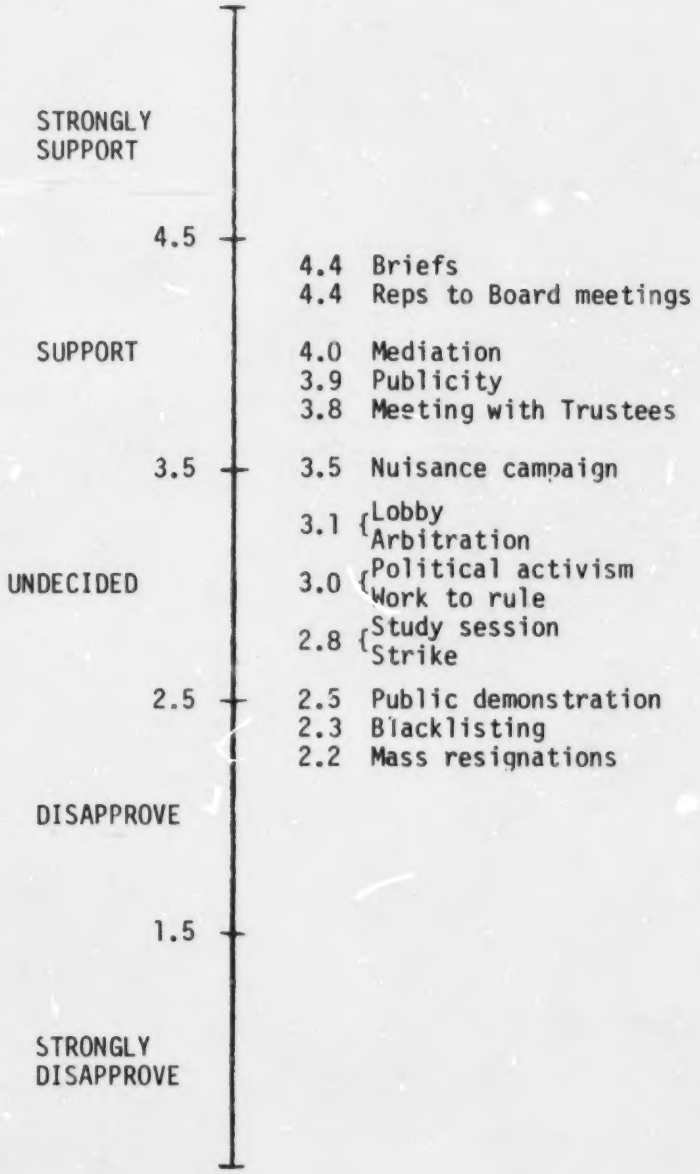

Figure 2. ATA teachers' average attitudes toward bargaining tactics.

The distribution of responses across the response scale (Table 2) verifies these observations but adds the following qualifications. First, although the mean scores suggest that this sample was ambivalent about six of the bargaining tactics, the frequency distributions indicate that for two of those tactics--study sessions and strikes--there was a marked tendency toward disapproval or rejection. Second, the nuisance campaign, although it appears to fall right on the demarcation point between "support" and "undecided," was in fact supported by 55% of the sample. Finally, public demonstrations were rejected by just over half of the sample, even though the average rating of 2.5 was right on the border between ambivalence and disapproval. In general, then, the attitudes of these Alberta teachers can be summarized as follows:

1.	Supportive of:	Briefs Representation at School Board meetings Mediation Publicity campaigns General meetings with Trustees Nuisance campaigns
2.	Ambivalent about:	Lobbying Board negotiators Arbitration Political activism Work-to-rule campaigns
3.	Disapproval of:	Study sessions Strikes Public demonstrations Blacklisting School Boards Mass resignations

Now, when we compare the findings of the two surveys, as in Figure 3, two more major trends become apparent.

In the first place, the Ontario teachers were, on the average, much more definite in their attitudes. This may be due to the fact that at the time of the surveys, the Ontario teachers had much more experience with the tactics that the Alberta teachers were ambivalent (undecided) about. It may also be due to the fact that the Ontario survey was conducted at a time when the battle between teachers and the provincial Department of Education over Bill 100 was shaping up.

The second trend that will be noted here is the high degree of correspondence in the two groups' attitudes toward five tactics: briefs, representation at School Board meetings, publicity campaigns, general meetings with Trustees, and use of a mediator.

In the overall perspective, then, it appears that the Alberta teachers tended to be accommodative rather than militant, while the Ontario teachers were more assertive--prepared to back up reason with force. On the continuum of coercion the Ontario teachers would tend to place toward the "militant" end, the Alberta teachers would tend to place toward the "accommodative" end.

Table 2

Summary of Responses to the Fris-Q
Obtained from Members of the ATA

Bargaining Tactic	Mean Score	Percentage Responding[a]		
		Disapprove (1 or 2)	Undecided (3)	Support (4 or 5)
Present briefs to the School Board	4.4	2.5	6.4	91.1
Teachers' representatives address School Board meetings	4.4	2.7	4.0	93.4
Use a professional mediator to bring the two sides to a voluntary agreement	4.0	7.7	11.2	81.1
Conduct publicity campaigns	3.9	12.3	13.0	74.7
Invite trustees to general meetings of teachers	3.8	17.3	9.3	73.5
Nuisance campaigns	3.5	17.4	27.4	55.1
Teachers' representatives lobby School Boards' negotiators outside formal sessions	3.1	30.9	30.2	38.9
Arbitration: binding settlement imposed by a neutral third party	3.1	31.4	26.2	42.3
Political action directed at influential elected officials	3.0	39.3	22.3	38.4
Work to rule	3.0	40.0	21.4	38.6
Study sessions and similar tactics	2.8	48.4	17.6	33.9
Strike	2.8	47.4	17.2	35.4
Public demonstrations	2.5	53.8	28.1	18.2
Blacklisting a School Board	2.3	60.6	22.9	16.5
Mass resignations	2.2	64.7	20.5	14.8

[a]Percentages may not total to 100 due to rounding to one decimal.

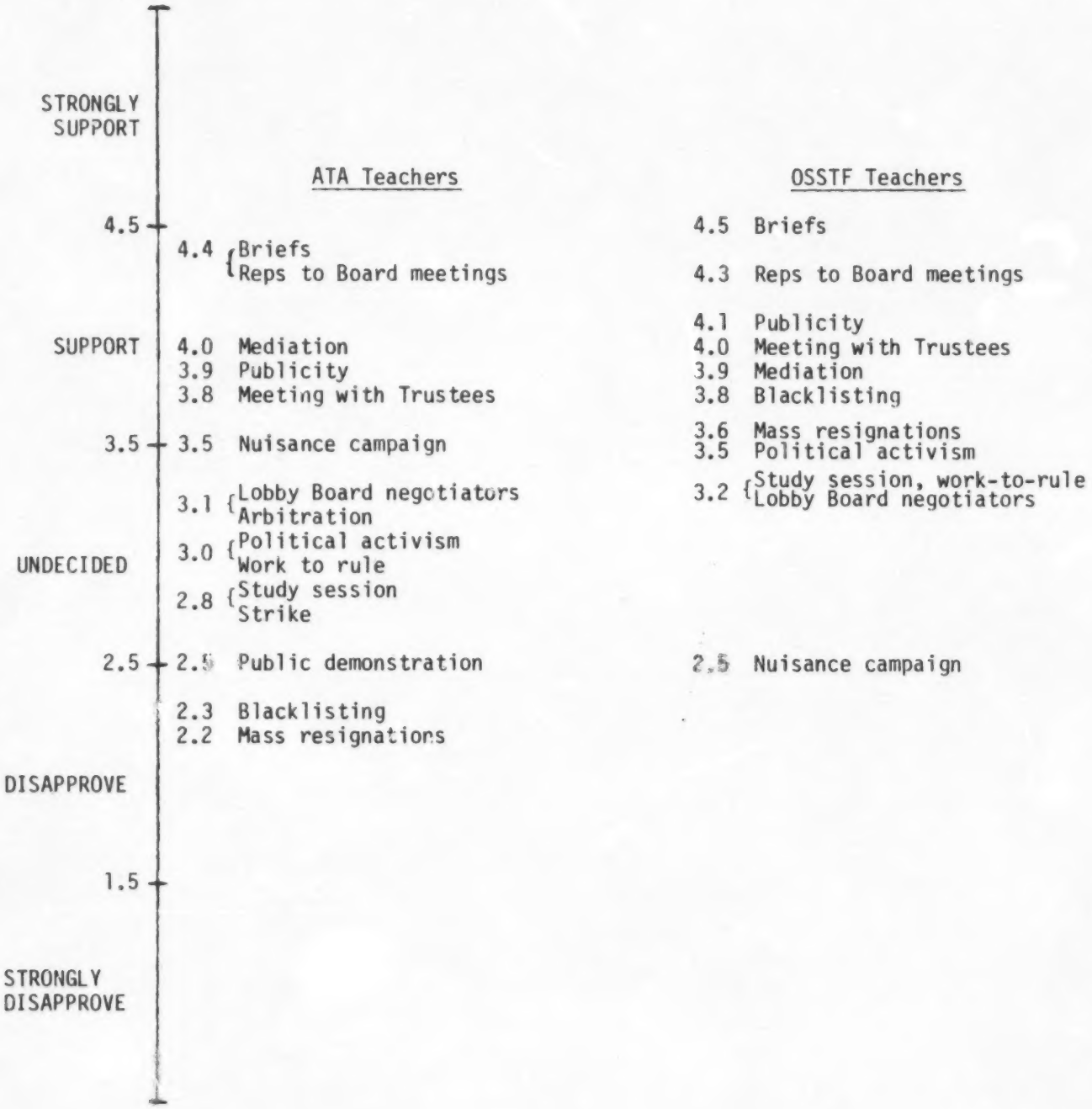

Figure 3. Comparison of ATA teachers' and OSSTF teachers' attitudes toward bargaining tactics.

Comparison of Attitudes Across Interest Groups

Table 3 displays a breakdown of average attitudes toward various negotiating attitudes by interest groups (class size, salary, working conditions, and preparation time). As an aid to interpretation frames have been drawn around sets of symbols that reflect similarity of opinion across groups and some broad trends that may be of interest to those who direct teacher-employer negotiations are immediately apparent.

In the first place this level of analysis suggests that teachers' attitudes toward specific negotiating tactics are not always dependent on or a function of the particular issue that is at stake. For example, the group means indicated that all four interest groups endorsed the use of voluntary mediation, briefs to the school Board, sending representatives to petition the School Board, and publicity campaigns; three groups out of four favoured general meetings with trustees and the nuisance campaign. Similarly, Table 3 indicates that all four groups were ambivalent about attempting to unseat elected officials (political activism), working to rule, the temporary strike and the full-fledged strike, individual lobbying of School Board members, and binding arbitration. Second, not one of the tactics listed was rejected unanimously; however, two strategies were rejected by three of the four groups: blacklisting and mass resignations. Finally, this process of elimination has identified one case in which attitudes toward a particular negotiating strategy are most obviously related to the issue at stake: those teachers who were most concerned about class size or preparation time tended to be ambivalent about public demonstrations while those who were concerned about salary or working conditions disapproved of public demonstrations.

When χ^2 analyses were performed, it transpired that the response patterns of the four groups were significantly different in only five instances; in regard to the use of general meetings with Trustees, briefs, mass resignations, and binding arbitration.

Bringing Trustees and teachers together for discussions tended generally to elicit fairly favorable responses but evoked ambivalence when salaries were at issue. This, of course, may be due to the perception on the part of teachers that salaries are controlled not so much by Trustees as by officials at the provincial level of government and that this particular tactic is pointless. In regard to briefs, the generally high degree of support for this tactic dipped significantly when salaries and working conditions were at issue. Now, although these teachers were generally in favour of using a publicity campaign to support their objectives, their support for this strategem was significantly lower when preparation time and salary were the issues. The strategem of submitting resignations en masse was rejected for the most part (mean response score of 2.1) but not so categorically in regard to negotiating for working conditions (mean response score was 2.6). Finally, in the four groups' attitudes toward binding arbitration we are reminded that the matters of class size and preparation time constitute one type of issue while salary and working conditions represent another; the mean response scores for this tactic in regard to these two classes of issues were 3.0 and 3.2 respectively.

Table 3

ATA Teachers' Attitudes Toward Bargaining Tactics
Broken Down by Interest Groups

Negotiating Strategy	Interest Group				
	Class Size (n=138)	Salary (n=132)	Working Conditions (n=81)	Preparation Time (n=37)	Total Sample (n=452)
Trustees to meetings	✓*	?	✓	✓	✓
Unseating elected officials	?	?	?	?	?
Voluntary mediation	✓	✓	✓	✓	✓
Work to rule	?	?	?	?	?
Blacklist	X	X	X	?	X
Briefs to School Board	✓	✓	✓	✓	✓
Temporary strike	?	?	?	?	?
Representatives petition School Board	✓	✓	✓	✓	✓
Nuisance campaign	✓	?	✓	✓	✓
Publicity campaign	✓	✓	✓	✓	✓
Public demonstration	?	X	X	?	X
Full-fledged strike	?	?	?	?	?
Mass resignations	X	X	X	?	X
Individual lobbying of School Board	?	?	?	?	?
Binding arbitration	?	?	?	?	?

*✓ denotes approval, X denotes disapproval, ? denotes ambivalence.

TYPES OF BARGAINING TACTICS

Some Essentials of Factor Analysis

Factor analysis is a technique that enables us to determine whether our subjects reacted or responded in one way to some of the stimuli we provided and in a distinctly different way to other stimuli. For example, in the case of the Fris-Q factor analysis could be used to determine whether teachers tend to respond favourably to some set of bargaining tactics and at a different level to another set. The technique is valuable in that a consistent way of responding to any sub-set of items in the questionnaire implies that there is, in the minds of the respondents, some element that the sub-set of items has in common--a characteristic that distinguishes those items from others in the questionnaire. The "solution" of a factor analysis, therefore, identifies clusters of items/stimuli that are in some way similar. However, it is up to the researcher to infer the underlying elements or "factors" of similarity. Another important feature of factor analysis that needs to be emphasized is that the resultant clusterings reflect perceptions and affective states that obtained among the subjects at the time that they were surveyed; for this reason there are no absolute solutions--the outcomes of factor analyses tend to vary from one application of a measuring instrument to another, particularly if different subjects are involved.

In the research reported here two very similar but different instruments were used and two different samples were involved.

Types of Bargaining Tactics--The Ontario Case

The MAN-Q was conceived to include two exclusive types of bargaining tactics, one militant and one accommodative. When factor analysis was performed on the OSSTF data (Fris, 1976) the two-factor model was supported (Table 4), with Factor 1 capturing items that reflect conflict and coercion oriented tactics, and Factor 2 comprised of items that appear to represent the accommodative approach to negotiating.

Types of Bargaining Tactics--The Alberta Case

Factor analysis of the Fris-Q indicated that the sample of Alberta teachers tended to recognize five distinct categories among the tactics referred to; these are identified in Table 5.

The tactics that define Factor 1 quite obviously entail political action. The items comprising Factor 2 refer to actions which permit the parties to exchange information and persuade each other to make accommodations. The two stratagems that make up Factor 3 invoke the intervention of a third party. In Factors 4 and 5 we have groups of tactics that, at first sight, are difficult to distinguish--they all appear to have the common effect of restricting the availability of teachers' services. Nevertheless, the factor analysis indicates quite clearly that the teachers in this sample considered these strategies to be of two distinct types (factor loadings indicate high factorial purity) and did not respond to Factor 4 items in the same way as Factor 5 items. It may be that subjects respond differently to these two sets because blacklisting and working to rule permit them to restrict the availability of teachers' services without abandoning their jobs while a strike, a study session, and resignations en masse entail foresaking one's job and foregoing one's salary.

Table 4

Two Factor Solution for Factor Analysis of the MAN-Q

Factor	Bargaining Tactic	Factor Loading
I	Study sessions, etc.--temporary withdrawal of services.	.76
	Strike/mass resignations--complete withdrawal of services.	.72
	Nuisance campaign directed at School Board personnel.	.71
	Political activity directed against elected officials.	.68
	Lobbying of individual Board negotiators.	.58
	Blacklisting, work-to-rule--restrict availability of teachers.	.58
	Publicity campaigns to promote teachers' requirements.	.54
II	Teachers' representatives address School Board meeting.	.74
	Briefs to present rationale for teachers' requirements.	.66
	Invite Trustees to a general meeting of teachers.	.56
	Mediation--use a third party to facilitate a voluntary agreement.	.42

Table 5

Factor Structure of the Fris-Q

Factor	Item	Factor Loading
1	Lobby School Board members	.57
	Publicity campaigns	.56
	Nuisance campaign	.53
	Public demonstrations	.48
	Political activism	.43
2	Teachers' reps. to Board meetings	.64
	Trustess invited to general meeting	.51
	Briefs to School Board	.46
3	Binding arbitration	.56
	Mediation	.52
4	Blacklisting school systems	.61
	Work to rule	.75
5	Strike	1.00
	Study sessions, etc.	.58
	Mass resignations	.52

In summary, then, it appears that five distinct types of negotiating strategies were recognized:

1. Those that entail *political activism;*
2. Those that facilitate the *exchange of information;*
3. Those that invoke the *intervention of a third party;*
4. Those that *affect the quality of service* provided by teachers; and
5. Those that *curtail teachers' services.*

We conclude, therefore, that a two-category typology of negotiating tactics does not satisfactorily reflect the complex manner in which teachers view the strategies that are open to them in contract negotiations. Few strategies, if any, were viewed as purely accommodative or militant; most were apparently perceived to have elements of both accommodativeness and militancy, with one or the other dominant.

In accordance with the outcome of the factor analysis just described, five sub-scale scores were computed for each subject. On each sub-scale the mean scores are interpreted as follows:

5	Strongly support
4	Support
3	Undecided
2	Disapprove
1	Strongly disapprove

Figure 4 presents the mean scores on those five sub-scales that were computed for the sample. Once again the profile of attitudes is characterized largely by ambivalence. Evidently the teachers in this sample had serious doubts about the advisability of actions that would remove them from their classrooms (Factor 5), restrict school boards' access to their services (Factor 4), or have them engage in concerted political campaigns (Factor 1). A modicum of support was accorded to third party intervention (Factor 3), and the only sign of unambiguous support is associated with those tactics that seem to epitomize the accommodative approach.

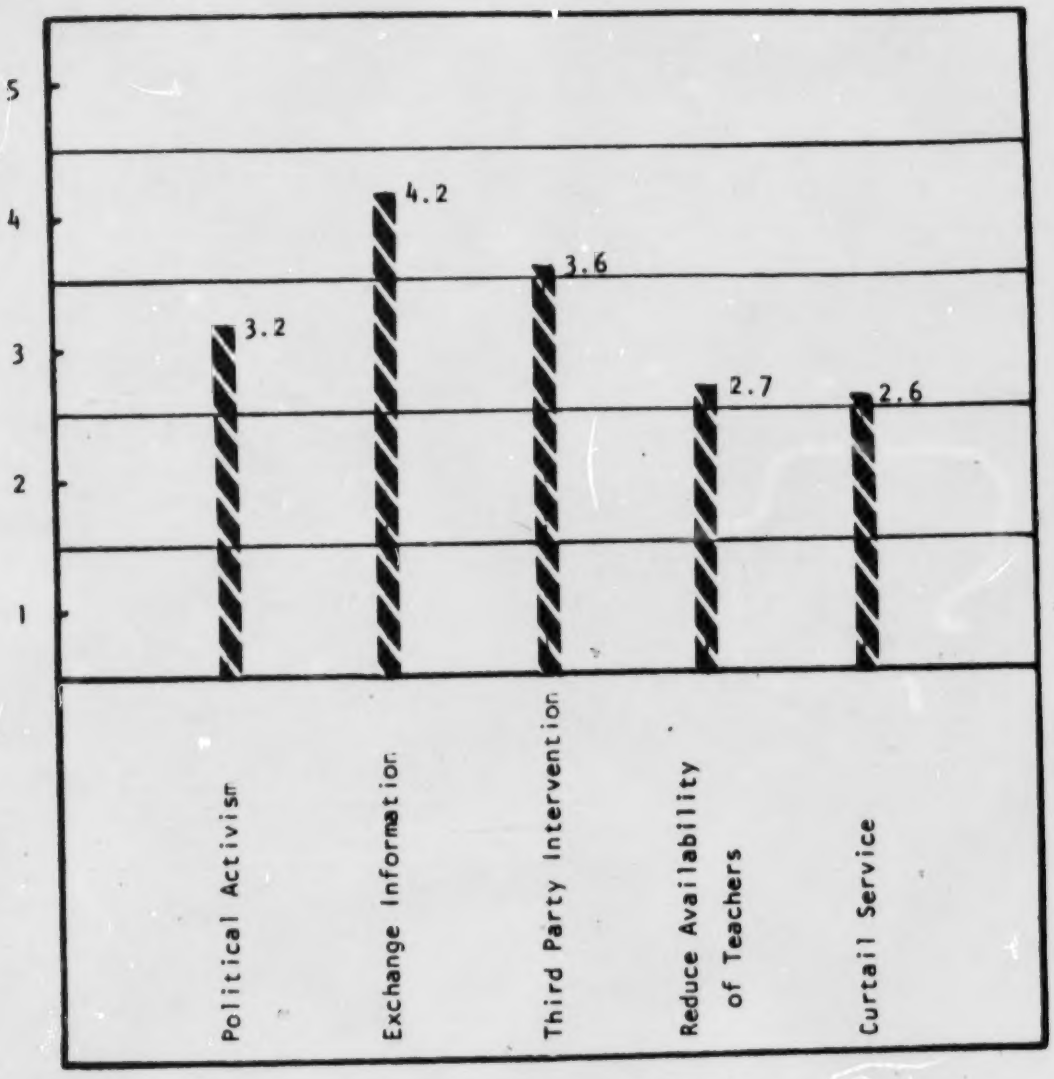

Figure 4 Average attitudes of OSSTF teachers toward five types of bargaining tactics.

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FRIS - QUIZ

CONTRACT NEGOTIATIONS: ISSUES AND STRAGEGIES

Introduction

This part of the questionnaire is designed to indicate what you believe to be important issues for negotiations, and then to obtain your personal opinions about negotiating strategies that may be used when those issues are at stake.

Instructions

There are two sections to this part of the questionnaire; Section 1 must be completed before Section 2 can be attempted.

Section 1: Issues for Negotiation

A. List what you consider to be four important issues that should be addressed in the next round of negotiations.

Please state only one specific issue on each line.

(1) _____ ☐

(2) _____ ☐

(3) _____ ☐

(4) _____ ☐

B. Using the boxes provided, rank order the issues you have identified in (A) from "1" (most important) to "4" (least important.)

Please turn to the next Section...

Instructions

A number of negotiating strategies used by teachers in collective bargaining to achieve their goals are described below. By placing a check mark in the appropriate space, please indicate your personal attitude toward each strategy when it is applied to the issues you have identified as being most important and second in importance (regardless of whether the strategy has been used locally.)

The response scale for indicating your personal viewpoint is:

Strongly support	SS
Support	S
Undecided	?
Disapprove	D
Strongly disapprove	SD

A. Please write the issue you identified as most important in the box below. With this issue in mind, indicate your attitude towards using the particular strategies mentioned in the following questions.

	SS	S	?	D	SD
1. Invite trustees to a general meeting of teachers called to discuss this issue.					
2. Engage in political action that is aimed at unseating elected officials - Board, municipal, and provincial - who oppose teachers' demands in regard to this issue.					
3. Use of professional mediator (neutral third party) to bring the two sides to a voluntary agreement on this issue.					
4. Restrict the availability of teachers for voluntary services - work to rule.					
5. Restrict the supply of teachers to a Board - various forms of 'blacklisting'.					
6. Present briefs to the school board to outline the rationale for teachers' requirements in this regard.					

	SS	S	?	D	SD
7. Temporarily deprive the school system of its teachers - "study sessions", rotating strikes, and similar tactics.					
8. Teachers' representatives attend School Board meetings to present teachers' position on this issue.					
9. Force School Board administrators to devote more time than they ordinarily would for considering this issue - for example, by organizing a phone-in campaign.					
10. Conduct publicity campaigns to promote teachers' requirements on this issue among the public - through the mass media, public meetings, etc.					
11. Stage demonstrations to promote teachers' requirements on this issue among the public.					
12. Deprive or threaten to deprive the school system of its teachers over this issue through strike action.					
13. Deprive or threaten to deprive the school system of its teachers over this issue - submit mass resignations.					
14. Teachers' representatives lobby individual members of the School Board's negotiating team outside formal negotiation sessions.					
15. Rely on binding arbitration to resolve differences on this issue - that is, allow a neutral third party to arrive at a binding compromise.					

B. Now please write the issue you identified as second most important in the box. With this second issue in mind, indicate your attitude towards use of the particular strategies mentioned in the following questions.

	SS	S	?	D	SD
16. Invite trustees to a general meeting of teachers called to discuss this issue.					

	SS	S	?	D	SD
17. Engage in political action that is aimed at unseating elected officials - Board, municipal, and provincial - who oppose teachers' demands in regard to this issue.					
18. Use of professional mediator (neutral third party) to bring the two sides to a <u>voluntary</u> agreement on this issue.					
19. <u>Restrict</u> the availability of teachers for voluntary services - work to rule.					
20. <u>Restrict</u> the supply of teachers to a Board - various forms of 'blacklisting'.					
21. Present briefs to the School Board to outline the rationale for teachers' requirements in this regard.					
22. <u>Temporarily</u> deprive the school system of its teachers - "study sessions", rotating strikes, and similar tactics.					
23. Teachers' representatives attend School Board meetings to present teachers' position on this issue.					
24. Force School Board administrators to devote more time than they ordinarily would for considering this issue - for example, by organizing a phone-in campaign.					
25. Conduct publicity campaigns to promote teachers' requirements on this issue among the public - through the mass media, public meetings, etc.					
26. Stage demonstrations to promote teachers' requirements on this issue among the public.					
27. <u>Deprive or threaten to deprive</u> the school system of its teachers over this issue through strike action.					
28. <u>Deprive or threaten to deprive</u> the school system of its teachers over this issue - submit mass resignations.					
29. Teachers' representatives lobby individual members of the School Board's negotiating team outside formal negotiating sessions.					
30. Rely on binding arbitration to resolve differences on this issue - that is, allow a neutral third party to arrive at a <u>binding</u> compromise.					

PERSONAL INFORMATION

Introduction:

This information is asked for so that we may compare the attitudes and perceptions of various sub-groups of teachers--for example, males and females, elementary and secondary, beginners and veterans.

Instructions:

Please provide the following information by placing check marks in the appropriate spaces.
Please answer all questions and do not check more than one response for any one item unless otherwise instructed.

1, 2 - For data analysis.

3. Sex:
   - Female ☐1
   - Male ☐2

4. Marital status:
   - If nun or priest, check here only ☐1
   - Never married ☐2
   - Now married ☐3
   - Widowed, separated, divorced ☐4

5. Total years of teaching experience, including this year:
   - One year or less ☐1
   - 2-3 years ☐2
   - 4-5 years ☐3
   - 6-7 years ☐4
   - 8-9 years ☐5
   - 10-14 years ☐6
   - 15-19 years ☐7
   - 20 or more years ☐8

6. Number of different schools you have worked in. Count your present school(s) and include those in which you worked only part time.
   - 1-2 ☐1
   - 3-4 ☐2
   - 5-6 ☐3
   - 7-8 ☐4
   - 9-10 ☐5
   - 11 or more ☐6

7. Number of other provinces in Canada in which you have been an educator or educational administrator:
   - None ☐1
   - 1 ☐2
   - 2 ☐3
   - 3 ☐4
   - 4 ☐5
   - 5 ☐6
   - 6 or more ☐7

8. Have you ever been employed in the school system(s) of other countries?
   - No ☐1
   - Yes ☐2

9. The school(s) you presently work in may be classified as:
   - Mainly elementary ☐1
   - Mainly secondary ☐2
   - Elementary and secondary in almost equal proportions ☐3
   - Other; please specify below ☐4

_____

10. Highest academic qualification you have attained to date:
   - High school matriculation or graduation ☐1
   - High school matriculation plus some university courses ☐2
   - Bachelor's degree ☐3
   - Bachelor's plus additional courses or another Bachelor's ☐4
   - Master's degree ☐5
   - Master's plus additional courses or another Master's ☐6
   - Doctorate ☐7
   - Other; please specify below ☐8

_____

11. Your current work actually involves:
   - Mainly the instruction of students ☐1
   - Mainly school administration ☐2
   - Instruction and school administration in about equal proportions ☐3
   - Mainly school-system administration ☐4
   - Other; please specify below ☐5

_____

12. The work you would most like to have involves:
- Mainly the instruction of students or teachers ..... ☐ 1
- Mainly school administration ... ☐ 2
- Instruction and school administration in about equal proportions ..... ☐ 1
- Mainly school-system administration ..... ☐ 2
- Other; please specify below .... ☐ 3

_____

13. Are you presently a member of a standing committee in any Teachers' Association?
Note: Please check all appropriate categories.
A standing committee is one that is regularly appointed.

(a) Yes, at the provincial level ..... ☐ 1
(b) Yes, at the division or regional level ..... ☐ 2
(c) Yes, at the local level ..... ☐ 3
(d) No ..... ☐ 4

14. If you responded "yes" in the above question, are you involved in teacher-board negotiations?

Yes ..... ☐ 1
No ..... ☐ 2

15. In the last 5 academic years (not including this year) were you a member of a standing committee in any teachers' association?
Note: please check all appropriate categories.

(a) Yes, at the provincial level ..... ☐ 1
(b) Yes, at the division or regional level ..... ☐ 2
(c) Yes, at the local level ..... ☐ 3
(d) No ..... ☐ 4

16. If you responded "yes" in the above question, were you involved in teacher-board negotiations?
Yes ..... ☐
No ..... ☐

17. For which School Board do you now work?

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THANK YOU FOR SHARING YOUR VIEWS!